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ABSTRACT

This guide is designed to assist users in collecting evaluation/follow-up data primarily from supervisors of former vocational-technical school students. The guidelines, presented in five parts, provide a step-by-step checklist for implementing the system and acquiring measurable/reliable data applicable to individual or overall school programs. Questionnaire data is expected to provide a basis or means for program evaluation, program comparison, instructor's self-evaluation, instructional improvement, and staff improvement. Following the introduction, part 2 reviews the participant selection process and includes guidelines for student exit interviews, sampling of students placed in related and unrelated fields, and selection of former students placed in the field. Part 3 discusses conducting on-site activities which involve making appointments with former students and their supervisors, developing travel plans, conducting on-site interviews, and following up mail-in responses. In part 4 instructions are provided for checking questionnaire responses, coding the questionnaire for keypunching, processing the data, and updating student records. The concluding part of the guide examines various administrative, supervisory, and instructor uses of the questionnaire. Appendixes contain (1) the validated evaluation/follow-up questionnaire (student, instructor, former student, and supervisor forms), and (2) a sample visual chart for presentation. (This guide is designed to be used in conjunction with the technical report, CE 019 570.) (CSS)

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USER'S GUIDE

FOR AN EVALUATION/FOLLOW-UP SYSTEM

Developed through a grant

from the

Appalachian Regional Commission

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USER'S GUIDE
FOR AN EVALUATION/FOLLOW-UP SYSTEM

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL
JASPER, GEORGIA

PART I. INTRODUCTION

The evaluation/follow-up system was developed in conjunction with a questionnaire validation activity funded through a grant to the Pickens Area Vocational-Technical School, Jasper, Georgia, by the Appalachian Regional Commission. A full technical report is available concerning the system development and questionnaire validation. The technical report should be studied prior to the use of these guidelines.

A major focus of the system was to improve the linkages and relationships of Pickens Area Vocational-Technical School with the employers of students. This was achieved through direct contact with immediate supervisors of former students placed in jobs in their field of training. These linkages provided highly reliable responses from the supervisors as well as constructive comments for strengthening programs of instruction at Pickens Area Vocational-Technical School.

This set of guidelines will permit users to approach the acquisition of additional data in the same manner and with the same or better results as those experienced in the developmental study. The guidelines provide a step-by-step checklist to ensure proper implementation of the system and the acquisition of reliable data with applicability to individual programs and the school as a whole.

The expected outcomes from the use of the guidelines and subsequent collection of data will be:

(1) direct and measurable data concerning all aspects of vocational and technical instructional programs

(2) comments regarding program strengths and weaknesses

(3) a basis for comparing programs within a department

(4) a basis for comparing programs or departments with the experience of the school as a whole

(5) a means of self-evaluation by instructors

(6) a means of determining instructional improvement activities by the school as a whole or by each program in the school

(7) a means for supervisory evaluation of instruction and instructors as a basis for professional development activities for the instructional staff

This system was <u>not</u> designed to replace a mailed follow-up which collects demographic information necessary for preparing state and federal reports. It <u>was</u> designed for the purpose of collecting data which can be utilized in a reliable manner for making specific instructional program improvements.

PART II. SELECTING PARTICIPANTS FOR AN EVALUATION/FOLLOW-UP STUDY

A. Exit Interview with Students - An exit interview is conducted with students who have completed program requirements. During this interview, students respond to the evaluation/follow-up questionnaire (student version, Appendix A) and are told that they and their supervisor will be visited on the job within six months. At that time, their supervisor will be asked to complete a questionnaire similar to the one they just completed, and one in every five students will be asked to complete another similar questionnaire on-site. During the exit interview, students are given a change of address/employment postcard to improve field contact procedures and student record updating. The card is to be mailed to the school in the event of an address or job change.

Guide Checklist

(1) Schedule exit interview before student leaves school.

(2) Have student complete student evaluation/follow-up questionnaire during interview.

(3) Explain that an on-site visit will be made for the purpose of an evaluation by the supervisor and ask student to sign a permission form.

(4) Explain that the student may be selected for completion of an additional evaluation/follow-up questionnaire after working three to six months.

(5) Give change of address/employment card to student and explain the use and importance of returning it if an address or job change occurs.

(6) Code questionnaire and have data cards punched.

(7) Send data cards to Placement Office.

B. Sampling of Students Placed in Related and Unrelated Fields - A mail survey should be conducted to sample students employed in related and unrelated fields within three to six months of leaving school. The former student version of the evaluation/follow-up questionnaire is to be used. (Appendix A). Every tenth person in these combined categories should receive a copy of the questionnaire by mail. (Ten percent of the students in these categories). Their responses could reduce the likelihood of a strong, positive response bias from students who have had successful in-field placements. Weaknesses in these former students' training could be a limiting factor to their obtaining in-field employment.

Guide Checklist

(1) Obtain each quarter a listing of students placed in related and unrelated fields of training.

(2) Determine if students have been on the job for three to six months.

(3) Number the listing consecutively by program.

(4) Select every tenth former student from the combined listing.

(5) Mail the student version of the evaluation/follow-up questionnaire along with a letter and postage-paid envelope.

(6) Follow up the mailed survey by telephone in seven to ten days.

(7) Send second questionnaire and letter to nonresponders.

(8) Code returned questionnaires for data punching and processing. (Refer to Part IV-B).

(9) Send data cards to Placement Office.

c. Selection of Supervisors of Former Students Placed In Field - A record is kept in the Placement Office of all students placed in the field of their training, in a related field of training, and in an unrelated field. Information is available regarding the company where the former student is working, the name and telephone number of the immediate supervisor or contact person through whom the immediate supervisor may be identified, and the month they are to be visited. Using this record, list the names of former students placed in field, the program of training, company name, telephone number, and supervisor's name or the name of a contact person. Arrange the list by city, town, or community location based upon the supervisor/company address. This base information will be used to make appointments and economically schedule on-site travel plans.

Guide Checklist

(1) Obtain listing each month of former students placed in field and scheduled for an on-site visit during the month. This list will be attained from the index cards prepared during exit interviews and other records kept in the Placement Office.

(2) Determine the company name, address, telephone number, and immediate supervisor or contact person's name.

(3) Sort listing by city, town, or community based upon the company address.

(4) Compile listing for appointment schedule and travel planning.

(5) Determine if former student is also to complete an evaluation/follow-up questionnaire during the on-site visit. (Every fifth student is asked to complete the questionnaire after having been on the job from three to six months.)

Periodically, program leavers are employed in field after leaving school. When this is known during the three to six month period of initial employment, these students should be included in the on-site activities.

PART III. CONDUCTING ON-SITE ACTIVITIES

A. Making Appointments with Former Students and Supervisors - Before beginning work on this activity, review and check off steps in the Guide Checklist for Part II, B. When sorting of former students and their supervisors has been completed, make telephone calls for appointments. The most economical travel routes should be planned, since it becomes quite expensive to travel back and forth across cities and towns or rural areas. A telephone appointment should be made with both the former student and the student's immediate supervisor. In order to do this, it may be necessary to go through the personnel officer or other management personnel. Though only one in every five of the former students placed in field will actually complete a questionnaire, they should know what is happening and how the supervisor's evaluation will be used to improve instructional programs. If the student wants to participate, even though not previously selected, allow a questionnaire to be completed.

Guide Checklist

(1) Develop telephone appointment schedule by city, town, or county.

(2) Identify every fifth former student who is to respond to the questionnaire.

(3) Make sure both the former student and the immediate supervisor will be present for the on-site visit.

(4) Get any special instructions for locating the business or industry or the specific place for meeting the former student and the supervisor. Note special instructions on the travel plan.

B. Developing the Travel Plan - When the Guide Checklist in Part III-A has been completed, obtain a local map of the city, town, or community and highlight the actual route to be traveled and the approximate location of the business or industry. This will be particularly helpful for the first visits or for travel into areas which are unfamiliar. The highlighted map will also be helpful when directions are received or if there is difficulty in locating the business or industry. Again, an important part of the travel plan is developing the best route to the site of the visits, though it should be noted that in some cases, retracing some of the territory will be unavoidable. The convenience of the former students and their supervisors must prevail over economical travel when appointment schedules conflict with travel planning.

Guide Checklist

(1) Highlight the route on the map with approximate locations of on-site locations.

(2) Plan the most economical travel routes after considering the convenience of the former students and supervisors.

(3) Allow sufficient time between on-site visits to travel the distance required. If the visit is a first to a location and the location of the site is uncertain, allow about 15-20 minutes extra.

(4) Determine the forms and materials which will be needed and prepare them for the on-site visit.

C. Conducting the On-Site Interview - The most important consideration during the on-site visit is the time the former student and supervisor are away from their jobs. General discussion and long introductory comments should be avoided. The participants have agreed to the meeting and the interviewer should get on with the purpose of the on-site visit. Carefully explain the purpose of the questionnaire and the manner in which the data will be used. Make sure that the supervisor and former student realize that the data and information given will be grouped with that of other supervisors and students in their occupation and in no case will any name be individually linked to any response and reported in that manner. At the close of the on-site visit, it may be productive to ask if the business or industry needs any additional employees. If the supervisor refers the interviewer to another person, a brief visit should be made to determine present employee needs. Make a record of the person's name and the job(s) available and advise that a follow-up telephone call will be made.

Guide Checklist

(1) Give a brief presentation of the need for data and information to the former student and the immediate supervisor. Encourage any comments or suggestions. Emphasis should be placed on candor and confidentiality.

(2) Ask the immediate supervisor to complete the evaluation/follow-up questionnaire during the on-site visit. If there is considerable resistance to this, leave a stamped, addressed envelope for mailing the response.

(3) If the former student has been selected (every fifth student), ask that the student version of the questionnaire be completed. If any of the former students express a desire to complete a questionnaire, allow them to do so.

(4) Collect the completed questionnaires and answer any questions asked by the participant.

(5) Prepare a follow-up note of thanks for the participation.

(6) If questionnaire(s) is left to be returned by mail, get a telephone number from the supervisor and/or former student. Advise that there will be a call in about five working days if the questionnaire has not been received.

D. Follow-Up Methods for Mail-In Responses - Mail-in respondents should be held to a minimum. Better responses, higher reliability of data, and increased response rates will be realized if most of the questionnaires are collected during the site visit. However, certain workers and companies do not allow time on the job for this kind of activity. The interviewer must exercise caution in these circumstances and resort to mail-in replies as the second best alternative. The former student, if responding, and the supervisor should know that they will be contacted again in a short period of time if the questionnaire is not received. If the time is stated, make sure that the follow-up is prompt. If the questionnaire and return envelope has been misplaced, as sometimes happens, send another set immediately with a note of thanks for time and responses.

Follow-up of the mail-out questionnaire sent to every tenth student employed in related and unrelated fields should be conducted in the same manner. A telephone call after one calendar week should be made and a second call after two weeks with another letter and questionnaire mailing. Follow-up of mail-out and mail-in participants is extremely important and will result in higher response rates.

Guide Checklist

(1) Place a follow-up telephone call to each non-respondent one calendar week after the first visit.

(2) Place a second telephone call and mail another packet to each non-respondent one calendar week after the first follow-up telephone call. The packet should include a letter, return envelope, and questionnaire and should be mailed on Thursday or Friday for delivery on Monday.

(3) Plan a second on-site visit if the interviewer is to be in the area. Be careful not to antagonize the responders.

(4) Make a concerted effort to get all responses in that are outstanding.

PART IV. RECEIVING, CODING, AND PROCESSING DATA AND INFORMATION

A. Checking Questionnaire Responses - A careful visual check of the completed questionnaire during the on-site visit will ensure that the markings have been made properly, comments recorded by respondents, and all background information completed.

When receiving mail-in questionnaires, check for completeness of response and background information. If these data are incomplete, a telephone call may be made to obtain the needed bits of information.

Guide Checklist

(1) Assure that questions have been responded to properly (i.e., location of scale ratings, comments, etc.).

(2) Assure that background information is complete.

(3) Group questionnaires by former students in field, in a related field, and in an unrelated field.

(4) Group questionnaires completed by supervisors.

B. Coding the Questionnaire for Keypunching - Placement of code numbers and coding the questionnaire is of critical importance. The entry of codes on the questionnaire should be neat, legible, and carefully located in order to expedite keypunching. Code the background information on the beginning part of the questionnaire in the upper right hand position as shown in Example 1.

Example 1.

Number _____ (cc 1-4) (cc 26-27) Code: 01 = Former Student 02 = Supervisor 03 = Exiting Student 04 = Instructor

Program _____ (cc 5-25)

Card One

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

The keypunch operator will punch the required data from the background information portion of the questionnaire as shown in Example 2. There are four forms of the questionnaire, and the background information on each is different.

Example 2. (Supervisor form)

EVALUATION OF FORMER STUDENTS BY SUPERVISOR

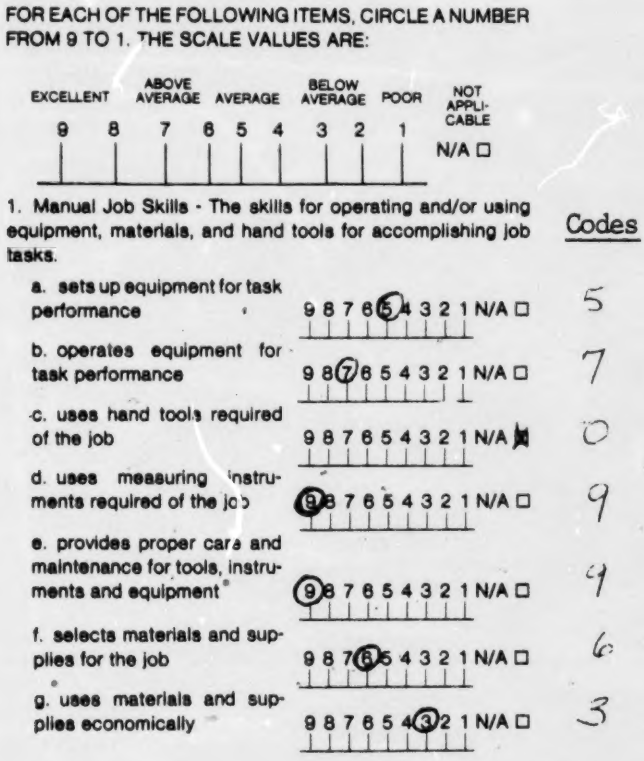
Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____	cc 28-33	Card One
Name of Former Student _____	cc 34-54	
_____		
Former Student's Position _____	cc 55-73	
Date of Initial Employment _____	cc 74-79	
Current Salary _____	cc 3- 7	Card Two
Beginning Salary _____	cc 8-12	
Company Name _____	cc 13-33	
Address _____	cc 34-54	
_____		
Telephone _____	cc 55-60	
Name of Supervisor _____	cc 61-80	
Signature of Supervisor _____		

After completing the background information coding, code the individual question responses. If a "5" is checked on the scale by the respondent, the keypuncher punches a "5." If there is no response or NA is checked, the keypuncher punches a "0" (zero) in the data card. (See example 3.)

Example 3.



FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

		Codes
a. sets up equipment for task performance	9 8 7 6 (5) 4 3 2 1 N/A ☐	5
b. operates equipment for task performance	9 8 (7) 6 5 4 3 2 1 N/A ☐	7
c. uses hand tools required of the job	9 8 7 6 5 4 3 2 1 N/A (X)	0
d. uses measuring instruments required of the job	(9) 8 7 6 5 4 3 2 1 N/A ☐	9
e. provides proper care and maintenance for tools, instruments and equipment	(9) 8 7 6 5 4 3 2 1 N/A ☐	9
f. selects materials and supplies for the job	9 8 7 (6) 5 4 3 2 1 N/A ☐	6
g. uses materials and supplies economically	9 8 7 6 5 4 (3) 2 1 N/A ☐	3

The last data punched are the comments. The comments are prefaced by the case number code, with the comments generally grouped into one of four groups and coded. Group One comments are those which are positive and constructive and carry a code of 01. Group Two is those comments which are positive but offer no constructive suggestions, just good remarks.

These Group Two comments are coded 02. The third group is negative comments with constructive suggestions and is coded 03. The fourth group is negative comments without suggestions -- sour grapes comments or other comments which should be considered but offer no constructive solutions. These comments are coded 04. Examples 4, 5, 6, 7, and 8 demonstrate how the coding of comments is handled.

Examples 4 and 5.

Case No. 704

COMMENTS

Generally, I found the program to be good. There is a need for more instruction in commercial refrigeration.

Code 01

Example 6.

Code 02

COMMENTS

I feel the school prepared me to do an excellent job when I became employed in my field.

Example 7.

Code = 03

Some vo-tech students not properly pre-pared in the basic skills of the occupation. Instruction should be focused more on modern equipment operation and techniques

Example 8.

Code = 04

I did not like my program of instruction and feel I wasted my time by taking it.

Guide Checklist

(1) Check to assure that the questionnaire has been completed properly in all its parts, keeping in mind that comments are not necessarily required.

(2) Code the questionnaire properly and assign the comments a grouping code.

(3) Forward coded questionnaires to the keypuncher.

C. Processing the Data and Updating Student Records - Once the data cards are punched and verified, they are forwarded to the Placement Office for processing and inclusion in a computer data file. Computer programs for processing these data are available on request from the Data Processing Department of Pickens Area Vocational-Technical School. The programs were developed for use with a Burrough's B1700 computer and are written in COBOL. With minor modifications, the programs can be used with other equipment.

Student records should be updated if there is new information. For example, a company's name, telephone number, or mailing address may have changed, students may have changed jobs, received a promotion, or moved to another location. All changes should be noted, summarized, and entered on the student's record. Updated information will be of value when preparing reports or conducting future follow-up studies. All corrections and student file updates should be forwarded to the Placement Office.

Guide Checklist

(1) Keypunch and verify data cards.

(2) Forward data cards to the Placement Office.

(3) Summarize changes and updates in student records.

(4) Forward changes and updates of student records to Placement Office.

PART V. USES OF EVALUATION/FOLLOW-UP DATA AND INFORMATION

A. Administrative and Supervisory Uses - The data and information collected during the survey activities can be used by administrative and supervisory personnel in the following ways:

(1) To enhance relationships with former students and the supervisors/employers of the students.

(2) To establish an alternative feedback system for the identification of new job openings and job placement opportunities.

(3) To provide a means of comprehensive, objective evaluation of the school's instructional programs utilizing data based upon outside evaluations (i.e., former students and their immediate supervisors as opposed to in-school evaluation).

(4) To identify specific program strengths and weaknesses by general and specific categories.

(5) To provide a means of measuring year-to-year improvements or declines in instructional program effectiveness and in the school's effectiveness as a whole.

(6) To provide a basis for developing individual supervisor and instructor professional development activities designed to improve identified weaknesses.

(7) To provide a source for identification of general advisory committees and craft advisory committees to improve the school and instructional programs.

(8) To provide a means of updating student records with current information necessary for preparing state and federal reports.

(9) To establish a means of complying with current guidelines for program accountability.

Other uses will evolve as the data and information become available and others begin to analyze the findings from various points of view. Figures similar to the example in Appendix B may be developed and used as a visual comparison of programs with each other or in terms of an entire school experience.

B. Specific Supervisory Uses of the Data and Information - Those persons responsible for instructional supervision and improvement of instructional practices should find the data and information of particular significance. The results of the survey provide a strong outside source of reliable, job-based data regarding each program and the school as a whole. The comments made by former students and their immediate supervisors provide general direction for the identification of specific program strengths and weaknesses.

The instructional supervisor should be equally concerned about the strong points of each program because they provide an opportunity to begin work on the weaknesses of the program. Emphasizing strengths while working on program weaknesees provides a tactful and positive beginning point for assisting the instructional staff in developing individual professional

improvement plans. Following are some suggested uses of the data and information which should aid the supervisor of instruction in the development of individual instructor professional development plans:

(1) Supervisor and Instructor Conference - When data for a particular program of instruction have been received from at least 15 supervisors and 5 former students, the supervisor should plan an individual conference with the instructor. The instructional supervisor should have completed the evaluation/follow-up questionnaire regarding perceptions of the instructor's program, and the instructors should have completed the questionnaire in terms of how they perceive their own program. These evaluations offer two points of view which may be used and compared with the data and information received from former students and their work supervisors. Care should be taken to discuss with the instructor the strengths of the program in the department and the school. From this discussion, an objective outline of a professional development plan should evolve.

(2) Assisting Instructors in Developing a Professional Improvement Plan - Once the conference with the individual instructor has been completed and an outline of the professional development plan finished, the supervisor should begin aiding the instructor in the further refinement of the plan. The plan should contain specific goals and objectives including, but not limited to, cooperative work/

observation experiences in the occupations being taught, prescribed college courses, or the individual identification or development of curriculum materials. The experience or training required to improve the instructor's weaknesses must become a part of the plan for professional development.

(3) Observing Strong Points of Other Instructors - It would be quite helpful to identify an instructor in the school who has particular strengths in his or her program and assign an instructor with parallel weaknesses to work as a team to remove weaknesses. This approach would minimize the cost of individual, professional improvement plans and at the same time permit peer teacher assistance for improving instruction. Some weaknesses may be easily removed or the cost of removal significantly reduced by peer teacher assistance.

(4) Yearly Comparisons of Program Improvement - Over a period of several months, patterns of instructional improvement should begin to show up in the data and information received from the former students and their supervisors. This improvement will provide a measurable source of evidence concerning the effectiveness of the supervisory staff and the efficiency of the instructor's professional improvement plan. This sort of accountability and positive planning should strengthen the school as a whole and result in improved confidence on the part of the employers.

(5) Identification of Ancillary Instructional Services - The former student responses may indicate a need for

strengthening related instruction such as math, blueprint reading, shop sketching, job and human relations, and communications. These courses may be found to be less job-specific than they actually need to be. Through the responses to the evaluation/follow-up questionnaire by program area, specific involvement of the vocational-technical shop or laboratory instructors with related subject instructors can be managed. These instructors working together should be able to identify job-specific related instruction which will improve student performance on the job.

C. Instructor Uses of Data and Information - The individual instructor will be the benefactor of most of the data and information. The instructional program and the students in these programs are of prime interest to the instructional staff. The instructional staff is not usually concerned with the administrative and supervisory uses of data but is quite concerned about "what is in it for me and my students." Following are some of the instructional uses of the data and information:

(1) Self-Evaluation - Each instructor should complete the evaluation/follow-up questionnaire in terms of how they believe their present program provides for student performance on the job. Using instructor responses as a comparison with those of former students and immediate supervisors on the job, the instructor will be able to determine areas where improvement is needed. An additional piece of information may be obtained

from the use of the evaluation/follow-up questionnaire completed by the instructional supervisor of each instructional program. Information and data from various sources will tend to provide a more accurate assessment of instruction from program to program and for the school as a whole.

(2) Professional Development Planning - The responses to the evaluation/follow-up questicnnaire will reveal certain weaknesses in each program of instruction. The ratings of former students and their immediate supervisors and the comments for improvement will pinpoint the categories of weakness. From this point, the administrators, instructional supervisors, and instructors should prepare a specific, objective plan for improving instructional content and performance.

(3) Identification of Weaknesses in Curriculum Materials - The data and information will aid the instructor in identifying specific weaknesses in instruction. These weaknesses may require an analysis of the materials being used for instruction, learning activities for the student, and teaching plans. Once the problem has been identified with materials or instructional practices, work can begin to improve the program.

(4) A Basis for Selecting or Developing New Curriculum Materials - After completing an analysis of the materials, certain weaknesses will have been identified. These weaknesses may be caused by a lack of materials or inadequate coverage by

obsolete materials. In either case, new materials must be either selected or developed. For example, the evaluation/follow-up data may reflect program weaknesses in blueprint reading and shop sketching. The instructor then analyzes what materials are being used. During the analysis, the materials are found to be a definite weakness of the program. The next step should involve a review of materials already developed and available for use. The instructor reviews these materials and adopts that which appears to be the most appropriate for the occupations being taught. In some remote instances, materials will not be available for specific instruction and therefore must be developed by the instructor. In any event, the program weaknesses cannot be eliminated until appropriate action is taken to strengthen the materials which have been isolated as the weak link in instruction.

APPENDIX A

Validated Evaluation/Follow-Up
Questionnaire

Student Form
Instructor Form
Former Student Form
Supervisor Form

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION BY STUDENTS

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name _____

(Signature)

Address _____

_____

Telephone _____

Reason for Termination:

Graduation _____ Completion _____

Other _____

If employed, provide the following information:

Company Name _____

Address _____

_____

Telephone _____

Position _____

Date of Initial Employment _____

Current Salary _____

Beginning Salary _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how well you feel you were prepared to do the job for which you were trained.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. set up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operate equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. use hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. use measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provide proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. select materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. use materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possess basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locate and select job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follow and accomplish work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintain positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintain positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintain positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accept constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accept responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibit a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attend work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrive at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follow policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintain quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. take pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapt to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promote the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practice personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintain appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintain appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. use basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. apply basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organize the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plan work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserve time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plan and select materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keep job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and record information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collect and provide information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepare requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. read and interpret basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and interpret blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. read and interpret tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. read and interpret technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interpret written directions and apply the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicate ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicate ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develop and use sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. use basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. use math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. use math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS:

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION OF PROGRAM BY INSTRUCTOR

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Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name _____

School _____

Program _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how you think your instructional program prepares students to function on the job in the area of their training.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. set up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operate equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. use hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. use measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provide proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. select materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. use materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possess basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locate and select job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follow and accomplish work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintain positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintain positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintain positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accept constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accept responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibit a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attend work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrive at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follow policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintain quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. take pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapt to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promote the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practice personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintain appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintain appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. use basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. apply basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organize the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plan work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserve time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plan and select materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keep job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and record information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collect and provide information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepare requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. read and interpret basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and interpret blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. read and interpret tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. read and interpret technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interpret written directions and apply the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicate ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicate ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develop and use sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. use basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. use math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. use math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION BY FORMER STUDENTS

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name _____

Address _____

_____

Telephone _____

Position _____

Company Name _____

Address _____

_____

Telephone _____

Name of Supervisor _____

Date of Initial Employment _____

Current Salary _____

Begining Salary _____

Signature _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how well you feel you were prepared during your training to do your job.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. set up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operate equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. use hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. use measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provide proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. select materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. use materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possess basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locate and select job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follow and accomplish work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintain positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintain positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintain positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accept constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accept responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibit a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attend work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrive at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follow policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintain quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. take pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapt to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promote the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practice personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintain appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintain appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. use basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. apply basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organize the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plan work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserve time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plan and select materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keep job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and record information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collect and provide information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepare requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8 Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. read and interpret basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and interpret blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. read and interpret tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. read and interpret technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interpret written directions and apply the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicate ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicate ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develop and use sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. use basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. use math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. use math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS:

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION OF FORMER STUDENTS BY SUPERVISOR

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name of Former Student _____

_____

Former Student's Position _____

Date of Initial Employment _____

Current Salary _____

Begining Salary _____

Company Name _____

Address _____

_____

Telephone _____

Name of Supervisor _____

Signature of Supervisor _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how well the former student performs on the job.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. sets up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operates equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. uses hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. uses measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provides proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. selects materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. uses materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possesses basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. uses proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locates and selects job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follows and accomplishes work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintains positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintains positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintains positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accepts constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accepts responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibits a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attends work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrives at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follows policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintains quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. takes pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapts to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promotes the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practices personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintains appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintains appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. is trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. uses basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. applies theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. applies basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organizes the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plans work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserves time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plans and selects materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keeps job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. reads and records information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collects and provides information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepares requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. reads and interprets basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. reads and interprets blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. reads and interprets tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. reads and interprets technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interprets written directions and applies the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicates ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicates ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develops and uses sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. possesses basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. uses functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. applies math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. uses math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. uses math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS:

APPENDIX B

Master - Sample Visual for Presentation

EVALUATION/FOLLOW-UP QUESTIONNAIRE DATA - PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL
COMBINATION OF FORMER STUDENTS AND SUPERVISORS
Practical Nursing (n - 31)